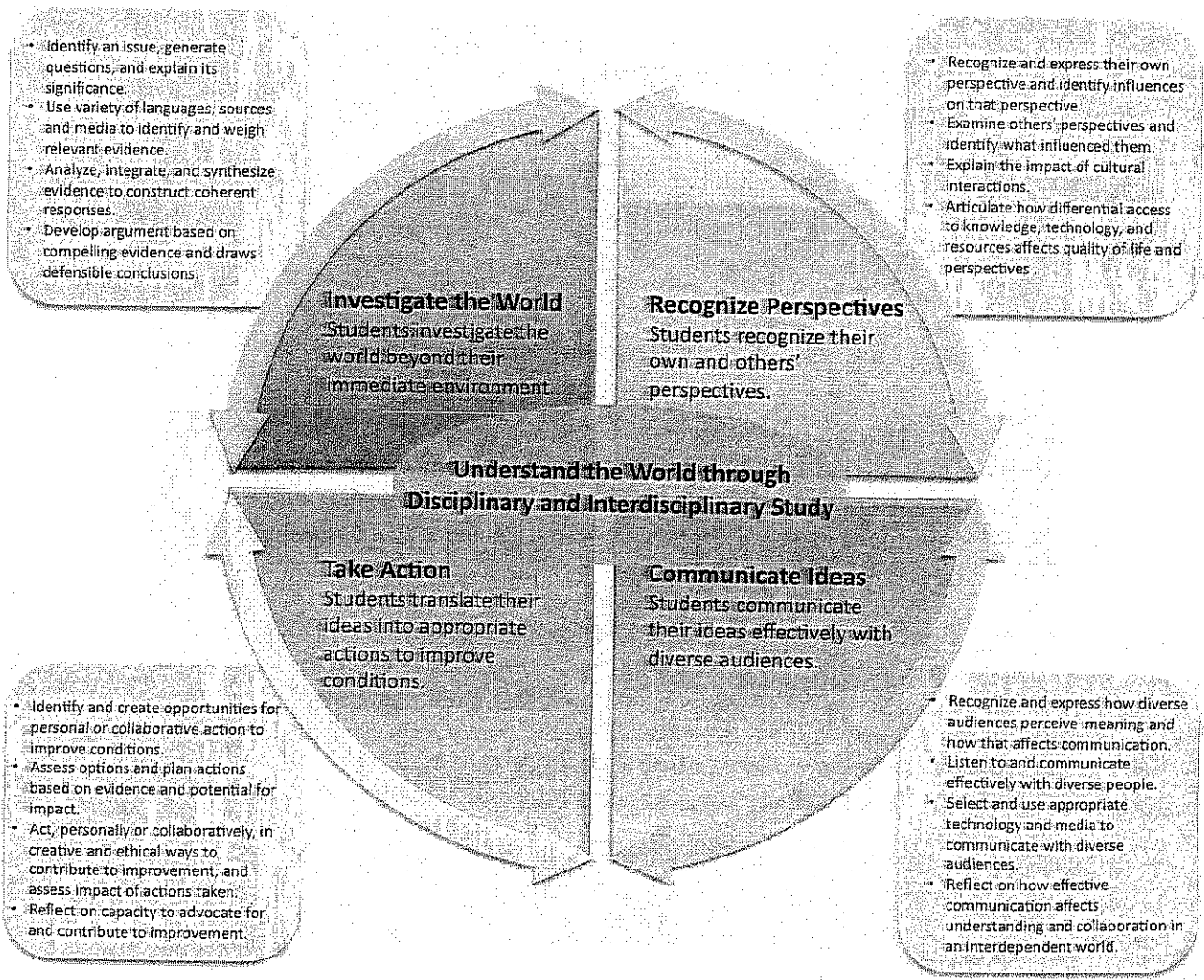


Global Education

Global Competency – Students' dynamic learning about, with, in and for a complex and interconnected world. To be competitive, ethical and effective workers, today's students must understand key topics of global significance in areas like engineering, business, science, history, ecology, and other domains that may constitute their future work. They must understand the very economic, technological, and social forces shaping their lives and future work. (*Educating for Global Competence: Preparing Our Youth to Engage the World*, 2011)

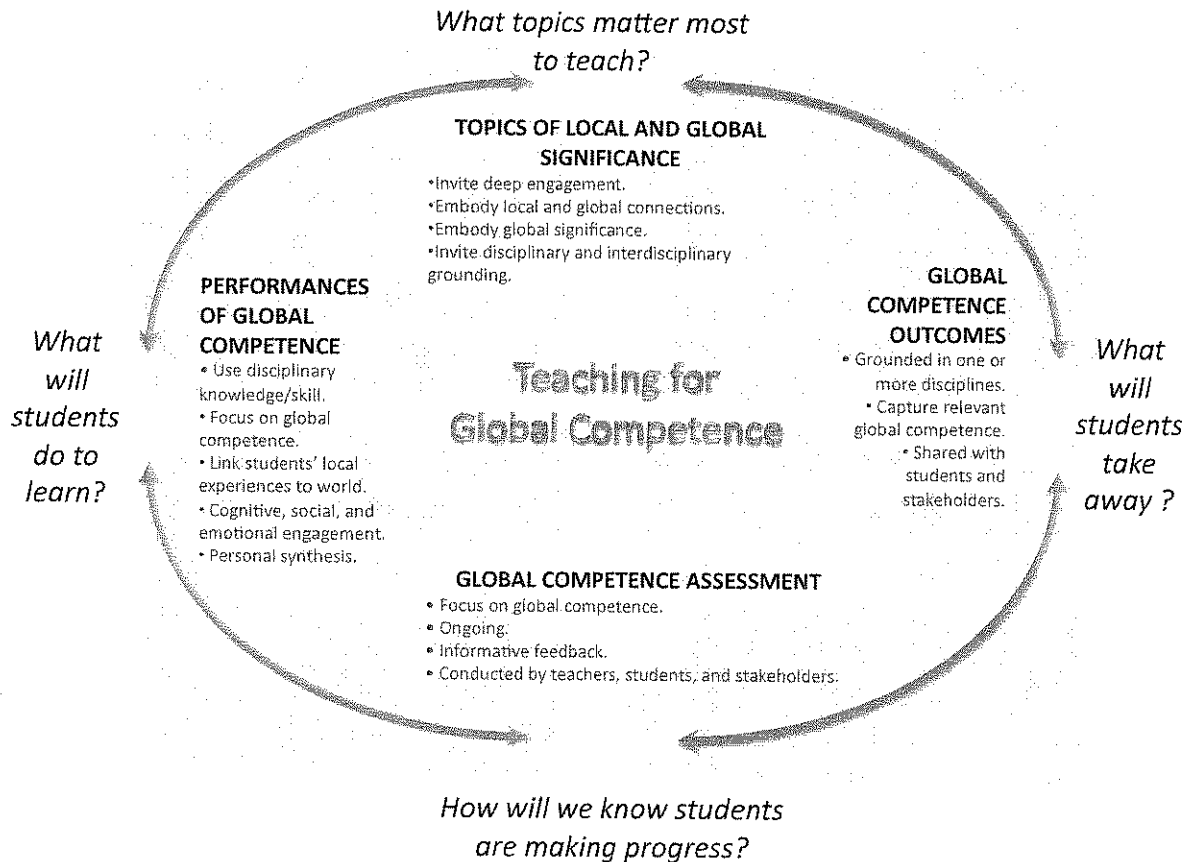
Globally competent students are able to:

1. Investigate the world beyond their immediate environment
2. Recognize perspectives, others' and their own
3. Communicate ideas effectively with diverse audiences
4. Take action to improve conditions



Teaching for global competence: Principles and practices

Educators committed to delivering quality instruction that prepares students effectively to understand and act on issues of global significance tend to think carefully about how to ensure that their instruction yields deep understanding. What are the qualities of effective instruction? The “Pandora questions” introduced earlier in this chapter offer a good framework for considering how to teach global competence.



1. What topics are most important to teach when educating for global competence?

Topics of local and global significance

The simple answer is that educators should teach engaging topics of local and global significance. Of course this answer only raises further questions. What is the best way to think about local-global connections? Or to discern the significance of a topic? Defining the topics that students should learn in a course or a project can be challenging. There is so much to learn about the world today, and constraints on time and resources make decisions about what to

teach ever more crucial and challenging. Four qualities can be considered in selecting powerful topics to teach for global competence: deep engagement, clear local and global connections, visible global significance, and robust disciplinary and interdisciplinary grounding.

Crafting topics that generate deep engagement.

The most powerful topics are considered meaningful by students, relating to the students' world. Ideally, such topics are equally exciting to teachers. When considering a topic teachers may ponder the following questions: How does this topic connect to the reality of my students' lives and interests? Am I passionate about the topic myself? If so, why? Are there better ways to frame this topic to make it truly engaging for my students?

Crafting topics with clear local-global connections.

There are a great variety of connections to be made between local and global dimensions of an issue. Themes common to all of humanity may allow students to explore cultural variations on a theme (e.g., language, motherhood, friendship). Other units may consider global explanations of local phenomena (e.g., examining why gas prices rise in the U.S. when there is a political crisis in the Middle East). In still others teachers may focus on differences and similarities in how an issue affects two or more locations (e.g., the impact of climate change on coastal and noncoastal cities) or on the impact of global policy on local issues (e.g., international agreements to protect environments). When framing a topic for exploration with students, teachers may ask the following questions: In what ways are local and global dynamics addressed by this topic? How may a deep examination of this topic enable my students to understand broad global patterns and their relationship to local realities?

Crafting topics with visible global significance.

To be worth teaching, strong topics for global competence instruction must survive the test of significance. Why is a topic worth learning? Topics can be deemed significant on multiple grounds: breadth, uniqueness, immediacy, consequence, urgency, ethical implications. Some topics matter because they affect a large number of people on the planet (e.g., climate change). Others may be significant because they demand urgent global solutions (e.g., girls' rights to education, global health and security) or because they directly affect students' lives (e.g., migration in local neighborhoods). Clarity about why a topic matters underlies all quality instruction.

Crafting topics with robust disciplinary and interdisciplinary grounding.

A final, and crucial, consideration in crafting topics to teach for global competence involves the degree to which the topics invite genuine disciplinary or interdisciplinary exploration. Disciplinary knowledge and skill are necessary to interpret situations and create solutions. Strong topics are not framed as facts to be memorized (e.g., What are the top traditional foods in Mexico and Ethiopia?). Rather they introduce problems and complexities for students to wrestle with (e.g., How do regional landscapes influence food traditions in Mexico and Ethiopia?). A strong topic is framed as to demand expertise in more than one subject, requiring that knowledge from multiple disciplines be synthesized to address the issue.

CHECKLIST FOR TEACHING FOR GLOBAL COMPETENCE

Check if applicable	Criteria	Comments
Have I selected a topic of local and global significance for this unit/project/visit/course?		
<input type="checkbox"/>	• Does the topic invite deep engagement?	
<input type="checkbox"/>	• Does the topic embody local and global significance?	
<input type="checkbox"/>	• Does the topic embody global significance?	
<input type="checkbox"/>	• Does the topic invite disciplinary and interdisciplinary grounding?	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?		
<input type="checkbox"/>	• Do learning goals capture important knowledge and skills in one or more disciplines?	
<input type="checkbox"/>	• Do the selected learning outcomes capture relevant global competence?	
<input type="checkbox"/>	• Are the learning goals shared with students and stakeholders?	
Have I planned performances of global competence for this unit/project/visit/course?		
<input type="checkbox"/>	• Do my performances of global competence involve using disciplinary and interdisciplinary knowledge and skill in novel situations?	
<input type="checkbox"/>	• Do my performances focus on targeted global competences?	
<input type="checkbox"/>	• Do my performances link local and global spheres?	
<input type="checkbox"/>	• Do my performances engage students' cognitive, social, and emotional development?	
<input type="checkbox"/>	• Do they invite a personal synthesis?	
Have I planned global competence-centered assessments for this unit/project/visit/course?		
<input type="checkbox"/>	• Is my assessment focused on global competence?	
<input type="checkbox"/>	• How will I assess student work over time?	
<input type="checkbox"/>	• How will my feedback be informative to my students?	
<input type="checkbox"/>	• Who (in addition to me) will assess and offer feedback on students' work?	

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: INVESTIGATE THE WORLD

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (INVESTIGATE THE WORLD)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • As a class, brainstorm questions about the global topic to be studied, rank questions, and discern what concepts, methods, and discipline will be informative. • Apply methods used in class (e.g., literary analysis) to new world cases (e.g., Russian and Chinese poetry). • Explain how a given disciplinary theory, finding, or approach has been informed by development or people around the world. • Collect and synthesize data to compare a phenomenon in multiple locations. • Write a reflection describing challenges experienced and strategies developed for weighing and interpreting foreign sources. • Examine and comment on an expert's investigation of the problem under study. • Observe the local context for evidence of the topic under study (e.g., energy crisis, migration) highlighting the questions that come to mind. • Identify members of the local community or family who might be good informants about the global topic under study. • Create a comparison chart about the investigated topic in your and another community or context. • Create a ripple chart that illustrates how the investigated topic impacts realities in expanding circles beyond your community. • Develop group collaboration rules for your research team and a strategy to monitor group cooperation. • Collect a series of images that relate to the topic under study and share possible questions, reactions, and your feelings about it. • Discuss the broader implications of your research findings to you, your close circle, and other affected people. • Collaborate with peers in another city or region to investigate a common topic of interest. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: RECOGNIZE PERSPECTIVES

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (RECOGNIZE PERSPECTIVES)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> Consider how the same historical event has been represented in different countries that have been affected by it, and discuss possible motivations for such renditions of history. Interview individuals who are knowledgeable or experienced in the topic under study, describe their perspective and how it informs yours. Focus on the topic being studied to consider the questions you would raise if you were in the shoes of different stakeholders or disciplinary experts. Employ a thinking routine (e.g., "From the perspective of x, I notice this about the topic, and I wonder . . .," etc.). As a class, make individual life drawings of a given object. Compare the drawings the class produced to distill dimensions in which perspectives differ or are the same (e.g., in distance, highlight, interest, skill). Examine how this thinking applies to the issue you are studying. Create a self-portrait (digital, visual, narrative) that shows who you think/feel you are and how others view you. Create a similar portrait of a person you are studying and comment on your degree of certainty about "knowing" him/her. Produce a graphic depicting causes and influences on the values or behaviors of a group or individual under study. Watch one of the experiments on human nature (e.g., the Milgram experiment; the brown-eyed, blue-eyed experiment; the Robbers' Cave experiment) and evaluate the merit of using science to explain human behavior. Write a journal entry on an issue of contemporary significance using the persona of someone in a different country or culture. Track news events on a local or global issue across different news networks and chart the similarities and differences in the reporting. Hypothesize influences on such perspectives. Put yourself in the shoes of a character in the book you are studying and write a diary entry in response to an important incident in the novel. Use digital communication to find out how someone your age in a different community or country will respond to similar incidents or historical episodes and suggest reasons for the commonalities and differences in your responses. Offer a critical reading of a given rich text and explain your viewpoint, providing evidence from within and outside the text. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: COMMUNICATE IDEAS

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (COMMUNICATE IDEAS)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Prepare your project presentation to be delivered to different audiences (e.g., a group of experts, children in the elementary school, and individuals affected by the topic you are discussing). • Identify interesting moments of communication or miscommunication in a film or a novel and examine what it tells us about how communicating with diverse audiences works. • Define a significant concept (e.g., democracy, global citizenship, culture, biodiversity) and connect your definition to those provided by others in different times, regions, or disciplines. • Write a reaction to how different news agencies have reported on the topic you are studying and care for. • Participate in a Socratic seminar to discuss a selected topic of global significance. Reflect on the ways in which language (verbal, nonverbal, digital) contributed to or impeded deep thinking. • Write an essay or create a multimedia artifact that expresses your informed position on the topic you are studying and invite peers in different contexts to react to your main ideas. Revise your essay considering their diverse input. • Keep a class record of how different words, phrases, and nonverbal cues and gestures contribute to raising our curiosity and deepening our understanding of and participation in global matters. • Create an interest group on your preferred social networking site to discuss a topic under study. • Investigate how the use of communication technologies has impacted politics both in America and other countries and evaluate that impact for both benefits and problems. • In collaboration with your peers, create a guide on local customs, cultures, and norms for foreign students in your school, along with an explanatory guide for local students on how to better communicate with foreign students. • Document a local/global event using a preferred mode of communication (e.g., photo collage, essay, slide show, poem). • Craft and administer a culturally sensitive survey on how different groups of people view the impact of your topic of study. • Write a satirical essay expressing your views on the topic you are studying and imagine contexts in which your satire would and would not work. • Craft a response to the latest offerings on your school's English reading list, stating persuasively what you would consider a good reading diet for you and your peers. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: TAKE ACTION

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (TAKE ACTION)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
	<ul style="list-style-type: none"> • Create a chart that compares and contrasts a series of existing initiatives to address the problem you are studying and draw your own conclusions about the qualities of a successful solution. • Apply disciplinary knowledge to explain why an entrepreneurship project you would like to carry out is worth investing in. • Reflect on and define for yourself the meaning of terms such as global citizenship, global entrepreneurship, social entrepreneurship, success, failure, and work. • Use a variety of artistic repertoires, forms, and media to invite reflections on an issue or topic that you have investigated. • Create a statistical model to compile findings from a survey on a problem that may require action (e.g., the energy consumption of different households). • Investigate the biography of an agent of change and develop a website or an exhibition that explains and honors her contribution. • Write a persuasive personal letter to invite donors to contribute to a worthy cause. Imagine you are writing this letter 20 years from now drawing on a rich record of contributions to new businesses or social initiatives. • Plan and conduct a project in your school that will contribute to improving conditions (e.g., reducing its carbon footprint) considering an evidence-based evaluation of its impact. • Create a multilingual brochure to encourage and guide young people to become involved in global initiatives in their community on issues that they are passionate about. • Read materials that depict ethical dilemmas of work—where personal success and responsible behavior are in conflict—and evaluate the options available to actors in it. With your class converse about the demands of ethical and socially responsible behavior on matters of global import (e.g., a new business initiative, privacy, and digital media) among your peers. • Create a graphic that shows how your actions here and now do or could impact the lives of people in your family, neighborhood, and beyond regarding the topic you are studying. • With your peers, develop criteria by which your proposed solutions to an issue under study should be assessed. Make sure your criteria are informed by your learning on one or more relevant disciplines. 		

